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ABSTRACT

This paper describes and evaluates a summer program in teacher education--Summer Adventure in Learning (SAIL). The project's major objective was to help preservice teachers design educational materials which would improve the reading accuracy and comprehension of their students. Primary objectives of project SAIL were to provide field-based teaching experiences in a clinical setting for preservice teachers, design teaching units, introduce preservice teachers to university and community resources, integrate reading and language arts processes into social studies learning experiences, and provide directed opportunities for preservice teachers in order to operationalize social studies goals. Methods used throughout the program included providing instruction on developing curriculum based on diagnosis of individual student needs, helping preservice teachers to become familiar with social studies instructional methods, setting up experiences in which the preservice teachers interacted with children, and helping preservice teachers design and implement pre- and posttests to evaluate the reading progress of pupils with whom they were working. Findings indicated that most preservice teachers responded favorably to SAIL (younger and less experienced education students enjoyed the experiences with pupils the most whereas older and more experienced preservice teachers reflected a greater need for more theory and content-based instruction) and that pupils with whom preservice teachers worked improved significantly in reading accuracy and comprehension of social studies material. The conclusion is that a directed social studies treatment program like SAIL can improve reading ability while using social studies content as an instructional vehicle. (DB)

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TEACHER PREPARATION: A HIGH INTENSITY INTEGRATED SOCIAL STUDIES SUMMER PROGRAM IN A CLINICAL SETTING

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INTRODUCTION

Major social studies goals include development of thinking processes, understanding and appreciating one's cultural heritage, fostering citizenship skills and attitudes, and developing appropriate personal-social skills and attitudes. Many factors influence social studies instruction, but the teacher remains the most important factor (Morrissett, Superka and Hawke, 1980). Without properly trained teachers social studies programs will be uninteresting and lack the force necessary for effective learning.

The major responsibility for preparing well trained future social studies teachers lies with teacher training institutions. Colleges and universities must insure that the teachers they train can operationalize social studies goals and objectives (Joyce and Tucker, 1980). College methods courses integrate content, methods and theory as they attempt to prepare teachers. Furthermore, education methods courses in general, and social studies courses in particular, need to provide pre-service teacher educators with realistic experiences and to plan and deliver instruction relative

to student needs, interests and abilities. Future social studies teachers must be able to implement course content and methods effectively as they work with children.

A high intensity tutorial and enrichment summer program was developed and tested within the Center for Professional Teacher Education at The University of Texas at Arlington. The primary focus of the Summer Adventure in Learning (SAIL) Project was to provide treatment directed toward facilitating the development of a functional (meaning-oriented) reading concept for pre-service teachers and for their pupils. The original SAIL Program, initiated in 1978, was continued in 1979 with an added social studies component.

The following represent the primary objectives emphasized in the social studies component of SAIL:

(1) Provide pre-service teachers with field-based teaching experiences in a clinical setting.

(2) Design teaching units to incorporate specific teaching strategies and course content.

(3) Utilize university and community resources to supplement instruction.

(4) Integrate reading and language arts processes into social studies learning experiences.

(5) Provide directed opportunities for pre-service teachers in order to operationalize social studies goals.

PURPOSE

The purposes of this study were to:

(1) Determine treatment effects on pupils.

(2) Determine treatment effects on teacher attitudes.

(3) Determine treatment effects on post student teaching attitudes.

PROCEDURE

Language arts processes are central to social studies concpets. Therefore, language arts processes, receptive (listening and reading) and expressive (talking and writing), were integrated in to a social studies methods course. Preservice teacher education students (N=36) were provided instruction relative to instructional diagnosis and prescription based on individual pupil needs. Preservice teachers also received instruction and direct supervision selected social studies instructional methods and techniques (Figure 1). Because attending to pupil interest enhances learning (Robeck and Wilson, 1974), preservice teachers were required to design and implement instructional activities directed toward the pupil's interest areas and based on their assessed educational needs.

Figure 1

Social Studies Instructional Components

Role and Function of Social Studies	Role Playing
Adapting Instruction to Learner Needs	Dramatization
Adapting Instruction to Learner Interests	Games and Simulations
Questioning Strategies	Map and Globe Skills
Inquiry Methods	Values Clarification
Unit Development	Self-Discipline
Class Meetings	Moral Development
Cognitive Development	Use of Outside Resources
	Objectives, Concepts and Generalizations

Pre-service teacher education students were provided one hour of instruction, Tuesday and Thursday, relative to the aforementioned components. The pre-service teacher education student was also provided two hours of instruction each Monday and during the week prior to the pupils arrival. Pre-service teachers then worked with assigned pupils for one hour periods Tuesday, Wednesday, and Thursday. In addition, the pre-service education students received supervision prior to and after delivering instruction to pupils.

Pupils were administered the Gilmore Oral Reading Test in a pre/post-test format. Pre-service social studies teachers were asked to respond to a questionnaire designed to identify

their perceptions of the instructional components relative to the methods course. Questionnaire responses were categorized and compared by age and previous experience with children. In order to determine the effects of a high intensity social studies program on the transition to student teaching, the questionnaire was also administered to preservice teachers as they completed student teaching.

RESULTS

Comparisons of the pre and post-test scores revealed significant improvement in reading accuracy and comprehension ($P < .01$). A corresponding, although not significant, decrease in reading rate was discovered.

Responses to the questionnaire revealed that students placed the greatest value on course methods and the least value on theory. In the SAIL setting students ranked experiences with pupils third (see Table 1). Older students placed less importance on experiences with children and indicated a slightly greater preference for theory (see Table 2).

Summer preservice teacher responses were compared to post student teaching responses. Upon completion of the methods course, student had reacted somewhat negatively ($\bar{x}=3.53$) to their experiences working with pupils. While the summer perceptions of the value of working with pupils were low, the post student teaching responses revealed a higher value ($\bar{x}=4.23$). Although significant differences were not found ($p=.11$) the direction of the mean scores indicates that experiences with children in a social studies methods course were beneficial for students entering student teaching.

Table 1

Priorities of Social Studies Methods
Course Components

Component	Value	Ranking
Course Methods	79	1
Course Content	53	2
Experiences with Pupils	36	3
Theory	32	4

Table 2

Priorities of Social Studies Methods Course
Components by Student Age

Component	Age (16-25)		Age (26-35)		Age (36+)	
	Value	Rank	Value	Rank	Value	Rank
Course Methods	110	1	80	1	35	1
Course Content	71	3	51	2	28	2
Experiences with Pupils	72	2	47	3	21	4
Theory	37	4	26	4	27	3

IMPLICATIONS

Pupils receiving systematic instruction within a directed social studies treatment program can improve reading ability while utilizing social studies content as an instructional vehicle. Attention to the pupils' needs and interests as instruction is planned, implemented and evaluated in an interdisciplinary content approach appears to facilitate reading achievement.

Pre-service teachers attitude measures revealed differential responses to components of the instructional setting. Older and more experiences pre-service education teachers reflected a greater need for more theory and content-based social studies instruction. Younger and less experienced education students enjoyed experiences with pupils and were not as concerned with content and theoretical topics.

A clinical teaching experience such as SAIL can be successfully conducted during a summer pre-service education preparation program. Children and pre-service teachers benefit from such an experience.

Careful attention needs to be directed to the time factor, however. If a significantly large amount of time is to be alloted to pupil oriented experiences, course components need to be carefully structured so that course goals can be achieved in an integrated fashion.

The combined support of the university and parents strengthened the impact of the SAIL program. University resources enhanced pupil learning. A summer program such as SAIL successfully addressed the university's community service role.

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